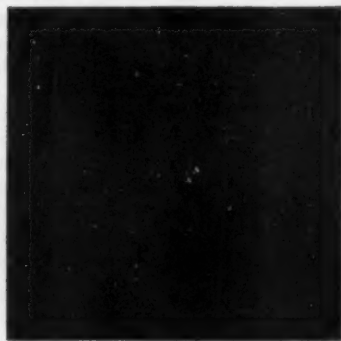


MARCH 1953

Income tax forms have real meaning to this Chicago high school class. Some of these students are filing to reclaim taxes withheld from their part-time pay; others earned enough to be required to pay taxes. UNITED PRESS PHOTO.

The American Teacher



Merit Rating— *The Ghost Walks Again*

DURING the World War I period, many teachers left the schoolroom to enter better paying jobs in industry. This exodus created a teacher shortage which compelled school authorities to raise salaries not only to attract replacements, but also to hold the teachers remaining. For the first time, America's teachers began to approach the financial rewards enjoyed by unskilled laborers.

As a result of these higher salaries for teachers, the traditional school budget was thrown out of balance. Consequently, school budget directors, faced with ever increasing school costs, acceded to a neatly tailored plan called "merit rating." Ostensibly this plan assured "superior" teachers an adequate wage, thereby providing all teachers with an incentive to become "superior." In actual operation, however, this plan never had merit except as a device for controlling the budget. It resulted in paying a fairly adequate wage to approximately 25% of the teaching force at the expense of the other 75% or more of the rank and file of public school teachers. The number of superior teachers had no relation to their actual superiority. Regardless of merit, no more than a certain percentage, usually 25%, of the teachers were graded "superior." All others received lower ratings. The best young teachers in America had to wait for a superior rating until the number of older teachers rated "superior" was reduced by death or resignation or until the rating of superior teachers was lowered.

The depression of the early 30's, with unemployment and delinquent taxes, exposed the merit rating system in its stark reality. Superior teachers became less superior, good teachers became average, and average teachers became poor, and poor teachers were dismissed, thereby donating a large sum to the school budget. Merit rating, so widely publicized as an incentive, worked much better in reverse.

Teachers, now painfully aware of the injustices perpetrated in the name of merit rating, took the initiative to devise and promote a fair and honorable salary schedule. Organized teachers, working through the AFT, knowing and understanding the long established labor principle of equal pay for equal work, helped

CARL J.
MEGEL



to develop and promote the single salary schedule based on training and experience. By 1947, no major city was operating on a merit rating plan.

But the "watchdogs" of the school budget never sleep. Constantly on the alert to reduce school expenditures, they tried again, in the spring of 1948, to re-establish the merit rating plan. A new war had come and gone, a new corps of teachers who had not learned from sad experience the hidden danger in the merit rating plan, composed a goodly proportion of school faculties. Here was an opportunity too good to miss. Attempts were made in many cities to re-establish the merit rating plan. A wave of enthusiasm was set up. Suggestions were made that teachers rate each other, that teachers rate themselves, that pupils rate teachers. Except for the vigorous and effective opposition of the AFT, this fraud might well have been perpetrated again upon the teachers of America.

But the danger is not over. In a receding economy, extreme pressures will be used to reduce school budgets. At this very minute, nationally known business organizations are spending time and money to send their representatives to speak at PTA meetings, extolling the virtues of the merit rating system. We must be constantly active in refuting their arguments, bringing to the attention of teachers and parents the position taken by the AFT—a position well summarized by a school superintendent of one of our large cities when he publicly stated, recently, that in his opinion no administrator could honestly rate one teacher over another on a dollar and cents basis. This is a sound, professional position, which the AFT will continue to maintain vigorously.

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Federal Aid— for National Defense and the General Welfare

ONE OF the most compelling arguments in favor of federal aid to education is contained in a bulletin recently published by the United States Department of Labor describing the rejections during 1950-51 under the Selective Service Act. The bulletin, which is based on a report by Major General Lewis B. Hershey, Director of Selective Service, to the Interstate and Foreign Commerce Committee of the House of Representatives, reveals such gross inequalities in educational opportunities and such substandard levels of education in many of the states that the very security of the United States in a world of conflict and tensions is jeopardized.

Rejection rate reaches 35.2%

General Hershey's report reveals the alarming fact that 35.2% of all young men called up for examination were rejected. The largest percentage of rejections was in South Carolina—58.2%; the lowest percentage in Utah—2.1%. Of the total number called up, 16% were rejected solely because of inability to pass the Armed Forces Qualification Test. This test is a simple one involving ability to read, to perform elementary arithmetic, to perceive spatial relationships, and to adjust to unfamiliar testing situations. In addition to those rejected solely for educational reasons, another 2.9% were rejected for educational deficiencies along with other causes. The fact that nearly one out of five persons was rejected for educational and related reasons should be a matter of the most serious concern to a nation which is dedicated to the principle that adequate free education is essential to the success of a democratic society. A wall with every fifth stone crumbled is in a seriously weakened condition to withstand the storms which threaten to demolish it.

Those citizens of wealthy states who adopt the selfish attitude that the rich states should not be responsible for the poor states should ponder carefully the practical aspects of the

IRVIN R.
KUENZLI



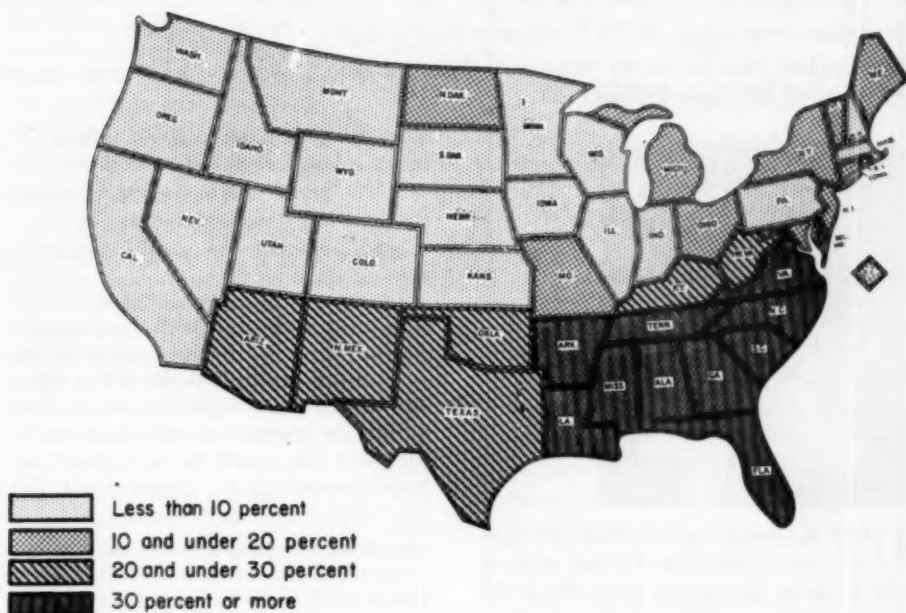
Armed Forces report on educational inequalities in the United States. In ten states in the South, rejections were as high as 30% to 58%. In ten other states rejections were less than 7%. This means, in practical operation, that the educational deficiencies of the states with low standards in meeting selective service quotas must be made up by the states with high standards. Thousands of boys from states with high educational standards were inducted into the armed forces to make up for the deficiencies of states with low standards. The report shows conclusively that states with substandard educational facilities cannot do their part in the defense of the nation and that, consequently, a much heavier burden, in supplying men for the armed forces, is placed upon the states with high standards.

Federal aid would lower rejection rate

While General Hershey's report recognizes that lower standards of education for Negroes in the South had some effect on the percent of rejections, similar inequalities existed among the white population.

The people and the Congress of the United States should give serious attention to the significant statement of Roy K. Davenport of the Adjutant General's office, Department of the Army, that "*if educational opportunities in all areas for both races had been identical, nearly all of the sectional and racial differences observed would disappear.*" Equalization of educational opportunities through a sound program

Rejection Rates for Failure to Pass Armed Forces Qualification Test 1950-1951



of federal aid would mean, therefore, the equalizing of the draft burden in time of war and the strengthening of the national defense program.

While General Hershey's report is based on the military needs of the United States and upon manpower in relation to national defense, it is of even greater importance in relation to the maximum welfare of the nation in time of peace. A nation in which 35.2% of its young men are unable to serve in any capacity in the armed forces—16.4% for educational reasons alone—is not well equipped for the most efficient operation of a democracy in peace or in war.

Federal aid for the educationally depressed areas should also provide a tremendous impetus to industry in the United States. Studies of the United States Chamber of Commerce have shown that business is better when educational standards are high. Federal aid to education offers an opportunity for an ever expanding market which American business should not neglect.

In view of the difficulties which draft boards have faced in meeting their quotas, even in a

cold war, it is probable that no act of Congress, in consideration of the relatively small amount of federal funds involved, would increase the national security and promote the general welfare so much as a sound program of federal aid to education.

PAUL DOUGLAS SAYS:

Explaining his reason for co-sponsoring the Hill amendment to the so-called Tidelands Oil Bill, Senator Paul Douglas said:

Here is 40 billion dollars which many want to give away at the very time when our school districts cannot raise enough money to give our children the education which should be theirs. School teachers have about the most important job in the world, but hordes of them are being forced to leave their jobs because their salaries are so low that they cannot support themselves or their families. Yet the big increase in births which has occurred during the past 10 years shows a massive and continuous increase in the number of children whom we must educate in the schools. Meanwhile, we are forcing those teachers who are devoted to their work and who stay at their jobs to suffer lower living standards.

The Washington Scene

By SELMA BORCHARDT, AFT's Washington Representative

Excerpts from Miss Borchardt's "Washington Newsletter No. 3," copies of which were sent to officers of all AFT locals on January 23.



OVER twenty-four hundred bills have been introduced during the first two weeks in this Congress. On reading these bills, I find certain patterns: emphasis on tax reduction, a desire to limit our participation in international affairs, many gestures toward expanding government services while reducing government income; a keen awareness of the very serious challenges to our national security and to our basic philosophy, coupled with a desire "to do something." (The desire to extend services is generally expressed in bills seeking to improve Social Security.)

Federal aid for teachers' salaries

The Murray Bill, S. 277, has been introduced. This bill embodies the AFT principles on federal aid for public school teachers' salaries. You can now get a copy in printed form from the Senate Document Room, The Capitol, Washington, D.C. (A mimeographed copy of the bill was included in Washington Newsletter, No. 1, sent to AFT locals last fall.)

Federal aid for public school construction—permanent and emergency

Several years ago Senator Hubert Humphrey put through legislation requiring a survey to determine school construction needs. To meet the needs revealed in this extensive survey, emergency grants have been made in "impacted" areas for several years. Senator Hum-

phrey has now introduced two bills of far-reaching importance to the school program:

S. 536—providing federal aid for elementary and secondary school construction.

S. 537—extending the period for emergency aid.

The survey authorized under P.L. 817 showed a *minimum* need for 325,000 classrooms, *immediately*. Senator Humphrey pointed out that the present increasing birth rate and the normal deterioration in school property would rapidly *increase* the present need for classrooms. The Humphrey bills provide for an extended long-range program and for emergency aid. Both are needed *very very* much.

Federal aid for scholarships and loans

Several bills have been introduced providing federal aid for scholarships and loans for advanced education. Emphasis has been placed on the need for aid for training doctors, nurses, and dentists. Last session the A.M.A. killed these bills in the House.

Vocational education

It is highly probable that the Supreme Court decision on segregation will in some measure affect the present program of vocational education. Then, too, "our own" Martin Durkin, now Secretary of Labor, is likely to continue his long-term deep interest in the development of a sound program of vocational education. He has long been at work on developing a sound training program for the Plumbers Union. James Brownlow, President of the Metal Trades Department, is also actively interested in these programs, both as long-range apprentice programs and as an immediate program for defense training.

Some sort of legislative improvement may be expected. A significant bill of interest to all labor people is H.R. 277, Goodwin, which would authorize promotion from apprentice to journeyman in the government service on a permanent basis. This is a move to recognize the place of apprentice training in a sound training program.

Off-shore oil

Over a hundred resolutions have already been dropped in the Senate and House hoppers which would in effect set aside the Supreme Court decision which gave the United States title to the off-shore oil and other natural deposits in these lands.

President Truman, by Executive Order, transferred the off-shore oil lands from the Interior Department to the Navy Department.

This action by President Truman will probably in no way affect the proposed "give-away" law, which would set aside the Supreme Court decision. It will simply emphasize the grave danger in the "give-away" plan. It should remind the people that it was the Navy which really pressed for the legal action through which the Supreme Court determined federal ownership of off-shore oil lands.

The Executive Order turning the off-shore oil over to the Navy is symbolically and strategically important! (Only three bills are now before the Congress which would keep the title to the oil in the Continental Shelf where the Supreme Court has ruled that it belongs: One is Senator Anderson's bill, S. 107, to which the Hill Amendment will be offered. The others are House Bills by Perkins of Kentucky, H.J. Res 89, and by Celler of New York, H.J. Res 15.)

It will be remembered that last year the fight made by those who wanted the oil given to the states was focused on a composite report from states' attorneys general which held that if "adjacent navigable waters" could, by a court decision, be turned over to the federal government, by these terms *no* inland waters in any state, nor the lands adjacent to them were "safe." However, the O'Mahoney Bill was amended on the Floor of the Senate, last year, to *confirm* the states' title to all inland waters. But perhaps some did not understand! The new Anderson Bill, to which the Hill Amendment will be offered, *confirms* the states' title to all inland waters and gives 37½% of the returns deriving from the lands under the sea within the 3-mile limit, to the states. It assures the return of the billions from natural resources of the Continental Shelf beyond the 3-mile limit for public gain.

The sponsors of the Hill Amendment to the Anderson Bill who favor using these natural

The American Teacher, March, 1953

FOR BETTER SCHOOLS and BETTER SALARIES FOR TEACHERS

Write to your Senators TODAY!

Ask them to support the Hill Amendment to the Anderson Bill, S. 107, if they are not already on record as favoring the use of the revenue from off-shore oil for national defense and for federal aid to education, instead of giving to a few individual states what the U.S. Supreme Court has repeatedly said is the property of the country as a whole.

For a list of the sponsors of the Hill amendment, see below. If your Senators are among the sponsors, they would appreciate a letter of encouragement.

resources for defense (military and educational) are:

Case	Hill	Murray
Douglas	Humphrey	Neely
Chavez	Jackson	Magnuson
Fulbright	Kefauver	Morse
Gillette	Kilgore	Pastore
Green	Langer	Sparkman
Hennings	Lehman	Tobey
	Manafield	

These men certainly merit the thanks of persons interested in American education.

Limitations on our international relations

Attacks on the treaty-making powers of the Senate and on the making of executive trade agreements are common. Over 80 members have already sponsored some such legislation. The "Bricker Amendment," seriously limiting the treaty-making powers of the United States, is again before us. The proposed Genocide Pact

and treaties proposed as a result of ILO Conferences are reported to have led to the opposition manifest in this amendment.

Library extension services

Senator Hill is again sponsoring the bill to extend and develop library services in and for the rural areas.

This session Senators Hill, Aiken, and Douglas are sponsoring S. 94 for this purpose. The bill is sponsored in the House by Rep. Elliot—H.R. 255.

Child welfare

A move to lower child labor standards in the Fair Labor Standards Act is taking form.

Two bills and "corridor talks" indicate the danger. The two bills are:

H.R. 237—Cooper of Tennessee—To exempt home workers in rural areas from minimum wage and maximum hours provisions in the Fair Labor Standards Act.

H.R. 437—Rogers of Texas—To exempt children from the section of the Fair Labor Standards Act which now prohibits child labor in agriculture.

I believe that with the help of the AFL we can hold the line and save the child from exploitation in industrialized agriculture and industrialized home work. But the fight is on! And the protection of the child is our business!

The Television Set Becomes a Village Meeting Place

By HENRY R. CASSIRER

Reprinted from the "UNESCO Courier"

IN the village of Nogentel, 60 miles east of Paris, television was known two years ago as one of those miracles of modern science, like atomic energy or air conditioning, which belong to a world far removed from the traditional life of the peasants.

Today, however, the village gathers several times a week to watch television programs in its little one-room school house, and is proud of having started a movement for collective viewing—a movement which may hold great significance for many countries.

Television today is developing rapidly in the United States and Great Britain, and also in many countries of Latin America and on the European continent. Even in Asia and Africa steps are being taken to establish television broadcasting. But because sets are expensive, in most of these countries, there is the danger that this great new medium for education and information may become nothing but a source of entertainment for those who can afford to buy luxury items.

That is why UNESCO is particularly interested in the movement for collective viewing in French villages—a movement which is showing a way to bring television to poorer people

and enabling them to use it primarily for education. This movement is a French contribution to the use of television for education which ranks with efforts of a different kind being made in the United Kingdom and the U.S.A.

Here is what happened in Nogentel, Gland, Chaudun, and 40 other villages of 200 or 300 inhabitants where most people make their living as land laborers, small farmers and wine growers.

The idea of using television sets for entertainment and education in these villages originated among a group who had tried to organize film clubs but had run up against many obstacles. These were due to the high cost of projectors and film rentals, the problem of moving the few projectors available from village to village, and the difficulty of finding skilled projectionists without whose services the projectors frequently broke down.

Primary school masters are community leaders

Those film clubs, and now the television clubs, are guided mainly by the primary school masters. In France, adult education rests predominantly in the hands of these teachers, who are well organized throughout the country and spend a good deal of their after-school time

A movement for group viewing of television programs is bringing entertainment and education to young and old in an increasing number of small villages in France. Here a crowd of interested children read the notice announcing that a television program will be presented that day.



in bringing cultural activities into the lives of villagers and townspeople alike.

The plan which these teachers developed together with a group of television enthusiasts works as follows: by agreement with various television set manufacturers, a set is placed for a limited period in the school house, and the villagers are invited to view programs in the evenings. At first they can see them free, later a small entrance fee is charged.

After a few weeks the teacher asks the villagers whether they want to buy the set. So far, in all except one village, the answer has been affirmative, and many villagers have even volunteered to advance the necessary funds (in France these amount to about 180,000 frs. or \$500 for complete installation of a set with a screen measuring 12 square feet.

A local committee chooses the program

A local committee is formed which organizes the purchase, determines the entrance fee (the money that has been advanced is paid back out of this) and chooses the programs, as the set is turned on only a few nights a week.

Soon the villagers get into the habit of gathering in the school house for entertainment, and also for education and informal discussion. Quite naturally a closer link develops between

the schoolmaster and his community, while the adults take a greater interest in the life of the school.

One of the essential conditions of this plan is that the set is made available during daytime for reception of educational programs in the classroom, and that it will become school property once it has been fully paid out of the admission fees. It is therefore of immediate advantage to the school, and becomes eventually a valuable source of additional income which can be used for school purposes, such as trips and special equipment for sports and theater activities.

Even though French programs are at present only of limited educational value, it is undeniable that the television set is already enriching the life of the community. The programs which are being received with the greatest interest by adults and children alike are those which tell them "how things work." An inside view of a newspaper plant, films showing life abroad, personal accounts by explorers and scientists, unusual sports events—all find an eager audience among the peasants who rarely emerge from the isolation of their normal life.

At the same time, the viewing groups are constructive critics for the improvement of



In the evening, villagers gather in the school house to watch and discuss the television programs presented in the school house. Thus school and community are brought closer together.

broadcasts. They strongly objected to the broadcast of gangster films, with the result that these were finally omitted from French programs. The organizers realize that their movement can be really beneficial only if they are supported by special educational programs which can be prepared from information distributed in advance and exploited more fully through discussions following the broadcast. Educators and French television are therefore planning to cooperate in the creation of such programs.

The peasants and schoolmasters of the French departments of Aisne and Marne have only

made a beginning. They have organized themselves into the National Federation of Educational and Cultural Television in order to give organized support to this movement, which is spreading wherever television can be received.

The entire project is now being officially sponsored by the Ligue Francaise de l'Enseignement (the French League for Education). Their efforts may eventually help many other countries to find a way to give television its place as a vital force for the improvement of education, the dissemination of knowledge and the enjoyment of an expanding life of culture.



School children can hardly wait to get into the classroom to see the "show," which gives lessons a new interest.

New York Groups Work for an Educational TV Network

DURING the month of January, public hearings were held in three New York cities in order to provide an opportunity for interested groups to present arguments for or against the establishment of a state-supported network of educational TV stations.

At the hearing held in New York City, the New York Teachers Guild, AFT Local 2, was one of the groups represented. Cara Cook, executive secretary of the Guild, spoke in support of the establishment of a state-supported educational network. The Guild was the only trade union represented at this hearing.

A few days later, at the hearing held in Albany, Harold Hanover, secretary-treasurer of the New York State Federation of Labor, endorsed the construction of a state-wide network of educational TV stations as in keeping with the state's "great tradition of pioneering in social and progressive legislation."

He said that the appropriation of \$4 million may seem great "at a time when we're all watching our budgets," but it is "only a fraction of what we spend now for education in the state and will, in the years to come, seem even more insignificant." Organized labor, he said, never loses an opportunity to support plans that lead to progress in education. This goes back more than a century to the days when workingmen's organizations were leading a fight that resulted in the eventual establishment of the free public school system.

Benjamin Abrams, president of Emerson Radio and Phonograph Corporation, speaking in favor of the establishment of a state-supported educational TV network, presented the following statement:

"It has been apparent to me for some time that those who oppose educational television can be divided into four groups.

"1. There are the commercial broadcasters who have advocated that educational television should be assigned to commercial interests. They contend that all telecasting should be controlled by commercial interests, and that these groups should determine to what extent

educational television will be made available to the American people. . . . [But] education is the business of professional educators and that is exactly why the FCC allotted the 242 educational channels on a noncommercial basis.

"2. There are those who call State ownership of educational television 'socialism.' These people, I feel convinced, are just using slogans and empty phrases. It is the pride of our free enterprise system that we have the finest schools in the world, and that our Government contributes so heavily to that school system, from kindergarten to institutions of higher learning. True, we do have many privately endowed schools and very fine ones at that; but it would be unthinkable for our country to give up our State educational system. So also would it be unthinkable, in my opinion, to forego the opportunity of setting up State financed educational television stations whose programming would result from the combined efforts of all institutions, both public and private.

"3. There are the Government officials who scrutinize every expenditure with an extremely delicate set of weights and balances, knowing that budget cuts are always more popular than disbursements. It seems to me that such Government officials—and all of us are grateful for their scrutiny—must conduct themselves with the kind of reserve motivating the most practical of businessmen—who will not authorize any expenditure unless convinced that the return will be far greater than the investment. Now, as a businessman, I should like to consider the value of educational television in this State in terms of the 23c per person it will cost to build—23c for the increase in knowledge, skills and understanding which educational television will bring us. I can tell you that here is one private citizen and one New York State businessman who would be delighted to do his share in paying to put educational television on the air. I am certain that my share of the investment will be money well spent in terms of the value which I am sure I will get out of educational television. I feel confident that every other

citizen in the State feels the same way. We are particularly fortunate in New York State, since we will have a network of stations, and our burden of maintaining those stations program-wise will be so much lighter because we can create one set of programs which will be broadcast over all stations. A program which would run six months on one of these stations would cost approximately as much as the cost of constructing two fully equipped classrooms in a modern school. The classrooms would reach a maximum of 1,000 people in six months. The program could reach a potential audience of ten million at any single moment! And, if you want proof that this government expenditure is sound businesswise, just consider that commercial broadcasters would be delighted to take over these television channels now or at any time in the future and pay a premium to get them—perfectly confident that they could make a fine profit out of them.

"4. Last and, in my opinion, perhaps the most important critic of educational television, is the silent, sneering, sardonic enemy of our people, who gleefully waits for any evidence he can get his hands on to 'prove' that capitalism impedes progress, keeps back benefits from the people when it serves the profit motive. I feel very strongly that we have a deep responsibility, in terms of the great world ideological struggle which is the torment of our time, to exercise every opportunity to show that our democratic system operates for the greatest benefit of all our people. Educational television is one of the finest cultural gifts which any government can authorize for its constituents. . . . If we now give up this great opportunity by default, I am certain that our friends abroad will be shocked by our blindness, that their faith in our democracy will be shaken; and I am equally certain that our enemies abroad will be triumphant at this profound demonstration of what they will call the expected failings of our system of government.

"I would like to add one more word to say how gratifying it is to see that the overwhelming majority of voices which have expressed themselves publicly have thrown their wholehearted support behind educational television.

"The Radio and Television Manufacturers Association is even now considering the development of a program of support, as is the National Appliance and Radio Dealers Association who, at their board meeting on January

12, 1953, approved the establishment of a department and a staff to devote itself exclusively to the promotion of the development of noncommercial educational television. The Association has appointed a national committee which, in turn, will appoint 242 local committees in every community where a channel has been allocated by the Federal Communications Commission. These committees, or Task Forces, will lend every aid possible to insure the construction of stations so that educational television may become a reality at the earliest possible date. The Emerson Radio and Phonograph Corporation itself has allotted a special fund of \$100,000 to be given in lump sums of \$10,000 each to the first ten educational stations to go on the air. I am certain that many other private companies, individual citizens, and Associations will follow suit, given half a chance to express themselves, and to offer their help in making this once-in-a-lifetime opportunity come true."

Tidelands Oil and Teachers' Salaries

From a radio address by Sen. Paul Douglas

"I did some checking on the salaries of teachers to see how they have kept up with incomes of other professions. I find that the average income of lawyers is three times that of the school teachers and that doctors make over four times as much as the educators of our children. Yes, I know that lawyers and doctors need more training than do teachers. But teachers need more training than skilled workers and yet the skilled workers have a higher income. Professional engineers, who have about the same amount of training as teachers, have incomes almost twice as high as the teachers.

"In short, when you compare the incomes of school teachers with that earned by other professions, the teachers are at the bottom of the list. The people who must prepare our youth to take over the leadership of the United States are being made to suffer for their devotion. Others are leaving the teaching profession for better paying jobs.

"We are already in the midst of a crisis in education, and it grows worse every year. We need money to correct this situation. Yet it looks very much as though Congress will vote to give away 40 billion dollars, which, if retained, could be used to increase teachers' salaries and more properly educate our children.

"I am sure you will understand, therefore, why I am against such a giveaway. Instead, I am co-sponsoring the Hill amendment to this so-called Tidelands bill. This amendment would stop the oil-grab and use the money to better the plight of our schools and our teachers."

Girl Scouts Expand Program of Citizenship Training

A STEPPED-UP citizenship training program will be offered the Girl Scouts in 1953. A new proficiency badge called "My Government" which has been designed to enlarge the Scouts' knowledge of local, state, and federal government, will be introduced to the membership on March 12, the 41st anniversary of the founding of Girl Scouting in the United States. Design of the badge shows the dome of the National Capitol.

Requirements for the new badge

The "My Government" badge is the first new proficiency award made available to Girl Scouts since 1948. Requirements for earning the badge, considered one of the most important in the history of Girl Scouting, include: learning about dates and polling places for registration, primaries and the coming election; finding out about eligibility to vote and absentee balloting; studying major duties of jobs to be filled in the coming election, appeals of the various parties which present candidates, and issues which will be voted on.

Girls must also compare democratic election procedures with regular practices in Girl Scout troop government. They are expected to study public services and find out which are supported by local, state and federal taxes. They should understand the duties and obligations of citizens. In addition, they are required to study the Declaration of Independence, the Preamble to the U.S. Constitution, and the Bill of Rights, and to relate these basic documents to the welfare of the individual and the country.

The "My Government" badge has been planned as a logical outgrowth of the highly successful Aides to Voters program in which almost 200,000 Girl Scouts took part during the national election last fall. Participation in the program is urged upon all girls seeking to earn the new badge, as well as those who may already have earned the right to wear it.

The basic outline of badge requirements was prepared by a volunteer group of League of Women Voters members in New York. Before

the project took final shape, it was presented to a group of educators, members of national organizations and representatives of Government departments, who contributed to the form in which it was adopted.

So comprehensive are the requirements for the new proficiency award that leaders will in many instances require the help of specialists in training girls to earn it. It is therefore hoped that local Girl Scout troops will enjoy the guidance and cooperation of educators, members of civic organizations, and other public-spirited and well-informed adults who are interested in the development of citizenship knowledge and skills.

The "My Government" badge serves, in effect, as a post-graduate course in the Community Life field of the Girl Scout program. Designated for junior high school students, it is the "top" badge in a series which includes study and activities under such headings as Junior Citizen, My Troop, My Community and My Country. All of these badges require knowledge of and experience in democratic procedures based on the parliamentary organization which operates in every Girl Scout troop. All require the Girl Scout seeking to earn them to learn in detail about various local, state, and national laws and regulations, history, election procedures, public facilities and services, community activities, and the obligations of membership in a group. Study of badge requirements in the Community Life field gives the Girl Scout a thorough and practical preparation for active citizenship participation suitable to her age. This participation culminates with her formal entry into community life as an intelligent and informed voter.



They Attend Europe's Largest School

Eight years ago the largest school in Europe was built for the children of a new housing area in the suburbs of Dublin. Today more room is needed to accommodate the ever-increasing army of boys and girls.

By PHILIP ROONEY

THE small boy with the mop of fiery red hair and bandaged knee had the carefree air of a lad who could look the truant officer straight in the eye, even in the mid-morning of a school day. But he took the precaution of limping just a little more noticeably as he came level with the twin semi-circles of red-brick school buildings at the very heart and center of the sea of trim houses of the 35,000 dwellers in Dublin's mammoth working-class suburb at Drimnagh.

"Only I fell and hurted my knee, I'd be at school," eight-year-old Danny volunteered, freckled face under red hair glowing with the self righteousness of one who has found himself in the right for once in a lifetime. "When my knee isn't hurted, I do go to school every day."

And that makes red-headed Danny a very small figure in the total of attendances at the school with the largest daily roll call of any school in Europe. Just under 4,000 boys and girls, ranging in age from five to fourteen years, come daily from the Crumlin-Drimnagh suburb to school in these red-brick buildings.

A £1,000,000 bill

It cost almost £1,000,000 to build and equip the schools at Drimnagh. In the 1930's houses shot up so quickly here that Crumlin-Drimnagh changed almost overnight from green fields to suburban streets. What was open country little more than twenty years ago is now a miniature city on the edge of Dublin's city boundaries. Its network of neat houses holds a small-city population of 35,000 people, clerks, civil servants, shop assistants, railway workers—and the 4,000 children whose need for a school in a hurry was so very urgent that the Government dropped the rule which saddles the local people with one third of the cost of a new

school; almost every penny of the entire £1-million bill was footed, by a State grant.

"Too true they wanted a school in a hurry," comments Civic Guard Mornahan, the police officer whose twice daily duty it is to shepherd 4,000 kids-in-a-hurry across the danger points in the neighborhood traffic lanes. "There were so many kids in this neighborhood due to start school on the day the schools opened that we had to queue them up in lines stretching half a mile back—with a Guard in charge of every couple of hundred kids.

Tough guys

"Take my word for it, some of those kids were tough," he reminisces. "Houses go up a lot faster than schools, and thousands of folk had moved out from city areas and settled in here long before the new schools were completed. Mostly it was too far to send kids all the way back to the city schools they'd been attending before their families moved; so some of the nippers had a two- or three-year holiday before the new schools were ready for them. You'd be surprised the tricks a tough ten-year-old can get up to in a three-year holiday. Catapults, sling-shots, air-pistols, what-not-else. Me," said Patrolman Mornahan feelingly, "I'd disarm the little devils before I'd try to teach them."

Mr. Gerald Dillon, Senior Principal of the boys' section who, with Junior Principal Robert Supple and a staff of 26 men teachers, has charge of 1200 boys between the ages of seven and fourteen, puts the same point more diplomatically.

"It was rather a disadvantage to start off with so very many 12- and 13-year-olds who had managed to work in quite a long unofficial holiday while waiting transfer to our new schools," he said. "But a certain amount of firm discipline successfully stamped out any tend-

ency towards destructive hooliganism amongst the tough minority who had managed to run wild in the change-over period between schools. This term the probation officer, who keeps an eye on boys whose rowdy high spirits bring them under the eye of the police, reports that his list of juvenile delinquents carries now no more than a single name."

Bilingual

Discipline seems to come the easy way in the twin buildings across the vast school yard. Here a staff of 53 teachers cope with 1,300 boys and girls in the kindergarten school and at least 1,500 older girls in the senior school.

The classrooms here, as in the boys' school, are large and sunny and fitted with equipment of the most modern design. But the girls' instinctive taste for color has added a splash of gaiety, a background of gaily colored pictures and bright flowers, to the workaday business of learning the three R's, the reading, writing, and arithmetic program which doesn't vary very much in the elementary school the world over, from Crumlin to Chicago, from Dublin to Detroit.

Only in the kindergarten school is there any notable difference. Here all children up to the age of seven years are taught all their lessons

in Gaelic, the ancient Irish language. Teaching children all lessons through Gaelic is a talking and arguing point everywhere in Ireland. But in Drimnagh the teachers claim that a child takes to the Gaelic just as freely as he does to jellybeans, mudpies, and football, and that the boys and girls from the Gaelic classes move on to the senior classes all the sharper and brighter for their knowledge of two languages, the Gaelic they speak in school and the English they talk at home.

Actor at large

Certainly young Padraig O'Neill seemed to have gained more on the Gaelic swings than he had lost on the English roundabouts. He is a slim, fair lad with an eager face and extraordinary bright eyes. He has an actor's trick of dominating a scene—even if it is no more than a schoolroom scene in which his part is the reading of a lesson in Gaelic.

"I like reading out loud," Padraig admits, losing a little of the poised assurance that is his before an audience. "It's easy learning a lesson when it's a story. I like stories. It's easy to remember them." Suddenly enthusiasm breaks through modesty. "One time I won a prize."

That's the secret of Padraig's ability to hold the class silent while he reads. The bright eye

Although there are approximately 3,000 girls attending Drimnagh's school, the largest in Europe, the playground is big enough for every kind of ring game and dance.



PHOTO FROM THE IRISH NEWS AGENCY

is the glittering eye of the storyteller who holds his audience in spell. Padraig had his first real story telling success last Easter when he won a prize for storytelling at Dublin Feis Ceoil, Ireland's Annual Musical and Dramatic Festival. The school assembly halls had given him the opportunity to develop a talent.

The play's the thing

The assembly halls, one in each school, are excellently equipped and fitted. There are film shows here; concerts and plays by both boys and girls who share young Padraig's taste for the footlights; choral concerts by Principal Teacher Dillon's boys' choirs. Here, on a notable occasion, was staged a play that has become part of the school story.

The play, says the legend, was *Hamlet*, but it was thought well to alter and adapt the plot and lines of Shakespeare's text to the capacity of a cast of 12-year-old girls before the play went into rehearsal. On the eve of the production a celebrated theatrical figure was invited from Dublin to view the dress

rehearsal and suggest any further alterations or improvements. With old-world courtesy the celebrity watched the play from unfamiliar opening to strange curtain. Then, gallant to the last, he bowed to the producer. "Excellent, my dear young lady," he boomed. "Excellent! But let us get rid of this dull and hackneyed title. Let's call the play 'Queer Doings At Elsinore!'"

Fun and games

Work and play are admirably balanced to make the school day pleasantly worth while. The one drab spot in the bright scene of school life at Drimmagh is the school yard, a vast gray expanse, fully an acre in extent, of gritty concrete. That portion of the forbiddingly bare enclosure which is reserved for the use of the girl pupils benefits as their classrooms do, from the girls' feeling for color. When the hundreds of little girls from the infant school are playing the dancing and singing games which, with instructions and commands and refrains spoken or sung in the Gaelic, play such a large



It's the last class of the day—and the longest. When it's over the boys will be off to watch their team play football or to join the groups at Dublin's swimming pools.

Singing and dancing games are part of the school program. They give color and movement to the school playground.



PHOTO FROM THE IRISH NEWS AGENCY

part in their day's school work, the yard becomes bright and gay, as full of color and movement as a wind-rippled garden of flowers.

But for boys, who demand that a playground should have a grassy patch big enough for football and a baker's dozen other games, this clean, bare spread of concrete is simply not good enough. For games they must go far afield. Swimmers go in groups of 30, each group in charge of a master, to the mid-city swimming baths at Tara Street. Budding footballers must travel up to three miles right across the city to find a playing pitch, in the Fifteen Acres, the great public recreation grounds in Dublin's Phoenix Park.

"At that we didn't do too badly at all," asserts Seamus Doyle, staunch supporter of the school football team. "Our lads had to go right up to the Fifteen Acres every time they wanted to practice. But still an' all we won the Schools Cup. When we get right grounds of our own . . ."

Others besides Seamus are planning for the day when the Dublin Corporation, the municipal body directly responsible for the administration of the Crumlin-Drimnagh area, will find a way—and a site—to solve Drimnagh's playing-field problem. Meanwhile the Corporation's contribution towards the school life of the

district is the important one of providing every child in the school with a free meal.

Each day the Corporation's service delivers to the school 4,000 pint bottles of milk and an equal number of sandwiches, beef sandwiches one day, cheese the next, on Friday sandwiches of bread and jam. The meal is for every child who wishes to take it.

Jam tomorrow

"The milk's all right. Everyone likes the milk," decides Eileen Cassidy with the nice detached judgment of a pretty young lady who knows she's just next door to grown up. "But the sandwiches? I ask you. You can't expect all the kids to like the same kind of sandwiches, can you? Of course there's always jam to look forward to."

Not all the children wait for the jam that is promised tomorrow. Small and fair-haired Tommy, whose second name never clearly emerged from the blushing shyness that surrounded him like a nimbus, unintentionally revealed just how a sweet tooth can be gratified.

With two sticky pennies tightly clasped in his hot hand, and a far-from-angelic gleam in his angel-blue eyes, Tommy disposed of the uneaten half of his cheese sandwich and sped across the yard to a side-gate. A discreet dis-

tance from the gate a motherly looking woman in a snowy white apron had drawn up close to the curb a hand-barrow piled high with sweets, chocolate bars, and toffee apples. While authority tactfully looked the other way, Tommy headed a queue of eager purchasers through the school gate. With tuppence to spend there is no need to wait for jam tomorrow—in Drimnagh as elsewhere in life.

French leave

The minor misdemeanors of sweet-hungry urchins are not the only straying from the straight and narrow path to be expected in a school so large, but the firm hand on the school rein seems to keep the 4,000 pupils nicely in check. Even the commonest of all school crimes, "mitching"—unofficial absenteeism from school, as the official records so pompously put it—is held well in check with the help of no more than one school attendance officer.

It was the small boy with the bandaged knee who explained how such an effective stop is

put to French leave. He had reached the yawning point of his afternoon's lonely holiday and was perched on a garden wall watching with hostile eyes the postman making the early afternoon delivery of mail.

"I betcha that fella is going to bring a letter to Johnny Boyle's house," he announced.

He watched the postman stride up a garden path and toss a letter through the letter box of the Boyle family home. With the sombre satisfaction of a man who knows that there's a hanging in the offing, he elaborated:

"Johnny is mitching, so he is. He isn't at home from school with a sore knee like me. He's mitching. An' when he didn't answer the roll this morning the master just wrote his name down on a paper they have printed. An' do you know what it says on the paper?" he demanded with the certainty of one who has gained his knowledge the hard way. "It just says: 'Johnny is not at school today. Has he your permission?' An' then . . ." Indignation at the duplicity of adults choked him a little.



Privilege for the best-behaved class of the day is a class out of doors. In a sunny corner the girls of the second class try not to notice the smaller ones at play.

"Then they post the letter so that it comes on the early post, before a fellow can get home." But the men who invented this neat method of putting the onus of explaining his unofficial leave of absence on the culprit himself do not attach very much importance to mitching.

"We're not worried about mitching," a teacher explains. "With little more than 100

pupils passing out at the top of the 14-year-old age limit each year and with more than 200 waiting for admission at the seven-year-old level, we haven't even all the room we'd like to have for all who want to come to school regularly."

That's how things stand at Drimmagh. The largest school in Europe can scarcely find room for all the children of a single Dublin suburb.

Backrut School

By ROSABELLE O'NEILL

The preceding article describes the largest school in Eire. In this article the author presents a contrasting picture—that of a one-room school of the type still found not only in parts of Eire but also in all too many places in the United States.

BACKRUT school was perched on an Irish mountain-side only two-and-a-half miles from the nearest town, but that two-and-a-half was as good as ten on the level, in point of desolation that ten was as good as fifty, and in point of mechanical progress that fifty was equal to two centuries. The place was certified by the medical officer of the district as being fit only for wild geese, and, to the heartbroken postman, it was known as the Wilderness.

Inseparable from the school, and, to some of us the most important part of the school, was the mountain-side it perched upon, and the magnificent panorama of glen and town, island and ocean to be seen from it. For the first six months or so, it was all panorama to me, but after that, it was hill, all hill and nothing but hill. I never saw the panorama and never wanted to see a panorama again as long as I lived.

The first time I saw that view I felt like stout Cortez when with eagle eye he stared at the Pacific, but a year of that mountainside took the stoutness from Cortez and the eagle from his eye, and if I looked at myself—there being no one else to look at, on a peak in Backrut—it was with a wild surmise as to where the limits of human endurance were, and how soon I would reach them, and this surmise was clothed in language that would have made stout Cortez and his men look at each other with an even wilder surprise. Far beneath the school, the town of Dollygawn slept fitfully

in a haze on the lip of the Atlantic ocean. Sometimes it stirred in its sleep, sometimes it laughed, occasionally it even wept, but it never, to my knowledge, woke up. But after Backrut, it was as good as New York.

The school building was a small, square, yellow-distempred structure well past middle age. It was set in the center of a walled yard which rose steeply to the back and fell precipitately to the front.

Under the school door there was a sheer drop of six stone steps to an iron-spiked gate, commonly called "the school gibbet." The whole layout seemed specially contrived to entrap and impale running reckless children and went to ensure that the Backrut School teacher would not die of boredom, whatever else. Play hour deteriorated into a sustained battle between the children who wanted to commit suicide on the gibbet and the teacher who wanted to prevent them.

Inside the building there were three compartments: a small porch with a large stone wash-basin set in the wall, and a few pegs for the children's coats; a tiny turf house; and last and most important, one large classroom containing a teacher's platform, desk and chair, four large desks for the senior pupils, and six small desks for the juniors. The juniors' and seniors' desks were turned in opposite directions to minimize inter-class distractions and interference, but even this precaution failed to solve Impasse No. 1 in our academic life.

One section couldn't learn without noise, and the teacher could not teach the other section *with* that noise. They spent the live-long day trying to shout each other down, and there was never a dull moment. In spite of prolific inspectorial advice we never mastered the art of silent learning or silent teaching.

Interior decorations

The top half of the walls was distempered green; the bottom half was no color at all. We bought three pounds of red distemper and a distemper brush and walloped it on the bottom half, but the children carried the distemper home on their backs. Next we bought four pounds of yellow stuff, guaranteed indelible and uneraseable, but they carried that home on their backs too. After that we wasted no more money, time, or energy on interior decorations. The rickety wooden floor threatened to collapse at any time. There were small holes in it to let things down and large holes to let things up. The infants amused themselves pushing down plasticine, bricks and matches and watching them disappear, and the school rats amused themselves pushing up their heads and looking round with sly beady eyes for dainties for dinner.

Impasse No. 2

The school personnel consisted of the pupils who were there to be taught, and the teacher, who was there to teach them. The pupils made heroic efforts not to be taught under any circumstances whatever, and the teacher made determined efforts to teach them, should it kill her, as it very nearly did. In reality, the children, without in the least wanting to, and with very little expenditure of energy, taught the teacher far more than she taught them. They were boys and girls from five to sixteen. There were seven different classes and two different religions and the teacher taught them two different languages (Irish and English), arithmetic, history, geography, singing, sewing to the girls, and Christian doctrine to one of the religions. There was a separate program for each class, and the impossibility of covering the program for every class was Impasse No. 2 in our academic life. When the children came to school they had a pidgin knowledge of one language. When they left, usually at fourteen, they had a pidgin knowledge of two, and with this they duly emigrated to England and the U.S.A.

Helping us along in the pursuit of knowledge, we had a small fat goodnatured district inspector and a tall, thin, taciturn divisional inspector. In between we had a singing inspector, a sewing lady, a religious examiner and an infant organizer, and divers other learned itinerants, all of whom were extremely generous with *advice*, and who were inclined to blame the teacher, always the teacher, and nobody but the teacher, if things were not as they should be, and politely ignored the teacher's warm and repeated invitation to change places with her for just one month and do better.

We had a Reverend Manager who never interfered, but wisely allowed us to manage ourselves, as we did very well indeed, for we were enthusiastic adherents to the principle of Home Rule.

Hanging up there on the hillside, with hardly a tree in evidence, open to every gale from the sea, we found the old prophecy of St. Colmcille more than fulfilled for us, for we noticed no difference between the seasons, except by the calendar. The walls dripped damp from one end of the year to the other, and the pupils listened open-mouthed while I related to them the Fable of the Four Seasons and told them how, long, long ago, the sun shone in the summer and the rain ceased, and the people wore light clothes.

All the pupils were the children of poor highland farmers. They never saw a film, a play, or a concert, did not want to see them, and would have been bored stiff at one of them. They were accustomed to hard work and hardships from the age of six or seven and were kept so busy after school they had practically no time for home lessons. This was Impasse No. 3 in the Backrut Academy.

The fifteen-year-olds put in an appearance every few weeks so that their widowed mothers could qualify for the Widows' Pension. The five-year-olds were sent to school to get them out of the way at home. The children from six to fourteen attended because they were compelled to by law and the long arm of the said law was continually employed yanking delinquents away from potato plot, hillside, and bog. There was one other personality who loomed large on the school horizon. This was the teacher. In other words, Me.

But the less said about me the better.

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Last year, 52 million Americans spent a record of \$12 billion on vacations. Many went on organized cruises at prices from \$125 to \$25,000. But some travelled off the tourist track, got cheaper and more glamorous vacations.

JUST REMEMBER

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CARIBBEAN. There are still undiscovered Edens at America's back door. Tobago, the Robinson Crusoe island that rivals Tahiti, where living is so cheap the island's chief official gets only \$240 a month. Or Grenada, which, as a native described it: "Dis island, sah, is ting Calid mek from rainbo." There, for \$12 a week, you can rent a three-bedroom house with its own private beach. Many of the best spots can be reached only by trading schooner. Go down to the waterfront at Grenada or elsewhere and bargain with dusky skippers to make your own price—keep this up and cruise all the lesser islands of this jeweled chain.

Here's a sampling of dream trips

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ATLANTIC ISLANDS. Green cones sprouting out of the sparkling waters of the South Atlantic—these are the Azores and the Canaries. Tropical flowers, sandy beaches, and the charm of old Spain are combined here—with rents of about \$20 a month, groceries for a couple at \$10 a week and servants \$5 a month each.

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"In these days, when the free world must conserve and fortify the moral as well as the material sources of its strength, it is especially important to affirm that the Constitution of the United States places no limitation, express or implied, on the principle of the equality of all men before the law. . . . The Government and people of the United States must prove by their actions that the ideals expressed in the Bill of Rights are living realities, not literary abstractions.—Excerpt from "Brief of the United States as Amicus Curiae" in NAACP cases.

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS —

The Los Angeles Board of Education in January adopted a resolution which reads: "There shall be no official or unofficial UNESCO program in the Los Angeles City Schools, and the UNESCO chairmanships and central advisory committee shall be abolished." The policy, according to news accounts, constituted a victory for the anti-UNESCO forces although the board left the way open for impartial, factual presentation of subjects related to the United Nations.

Sixty teachers of clothing and textiles from some of the country's outstanding institutions, in attendance at a three-day conference at the Women's College of the University of North Carolina, were denied visits to textile plants in and around Greensboro, North Carolina, because there were non-whites in the group. The mills said they would permit white teachers to visit at their convenience.

"In African society the basic element concerning which we of the West are least perceptive is the native attitude toward land," said Dr. Emory Ross of the Division of Foreign Missions of the National Council of Churches. "Our missions have failed to bring a Christian philosophy toward ownership and use of land. The African has been pushed off his land. This has made him unsettled and fearful . . . from which it is not hard to develop hate. And hate is developing in Africa."

R. C. Hoiles, the owner of 10 newspapers in the Southwest, from Texas to the coast, is engaged in a campaign of attack on the public schools as "un-Christian and un-constitutional." He thinks "the most harmful person in every community is the superintendent of compulsory education" and that it "is impossible for tax-supported educators to teach American principles." Ironically enough, his newspaper chain is named "Freedom Newspapers Inc."

CREDITS +

Three groups in Toledo, Ohio all wanted to buy an 18-acre tract owned by Owens-Illinois Glass Company. The city wanted more land to add playground space to a nearby school yard; the Ursuline Sisters wanted more facilities; Congregation B'nai Israel needed a new location. Rabbi Morton Goldberg suggested a getting together of those interested to work out a plan for each to share the land instead of any one buying the entire tract. The glass company offered to sell the land at its original purchase price. Promptly the B'nai Israel Congregation bought the entire plot and donated a share to the convent and to the city. The area will be jointly landscaped—with no fences.

Both the American Civil Liberties Union and the American Jewish Committee, in reporting the status of civil rights on the 161st anniversary of Bill of Rights Day, indicated "unprecedented progress in the last five years." The fields in which considerable advances have been made are the armed services, athletics, citizenship, education, employment, housing and public accommodation. "Stability in our economy," said one Congressman questioned about progress in civil rights legislation, "will do more to assure the preservation of civil liberties than any other single factor."

Senator Wayne Morse has introduced S. 534, a bill to eliminate segregation and discrimination in Washington, D.C. Senator Hubert Humphrey has introduced 8 bills on civil rights and a ninth one for the establishment of a permanent Commission on Civil Rights. In introducing the bill Senator Humphrey made a plea for making the bill law by unanimous vote of the Senate. "I ask the Republican leadership to join with me in pressing for this legislation, and I ask my colleagues from the South to demonstrate their good faith and their basic allegiance to the principles of the Declaration of Independence which we all share, by joining in the effort to pass this bill," said the Senator.



LABOR NOTES

The President's pledge to U.S. labor

On November 1 in Boston, Mr. Eisenhower made this pledge to labor:

"I pledge that I will support and strengthen, not weaken, the laws that protect the American worker. I will defend him against any action to destroy his union or his rights. I will enlist every resource—of private industry and of the Federal government—to protect him against the awful consequences of depression and joblessness. I will work unceasingly to build an economy that will maintain for him a high level of wages with steady purchasing power so he and his family can share fully in the comforts of American living. Finally, I pledge that I shall strive to conduct myself so that at the end of my service the workers of America can honestly say:

"He has been fair.

"He has been my friend."

Concerning the Taft-Hartley Act he said:

"I have talked about the Taft-Hartley Act with both labor and industry people. I know how the law might be used to break unions. That must be changed. America wants no law licensing union-busting, and neither do I."

AFL News Reporter

A closed shop!

If a labor union asked a court to double its members' dues, what a howl would be raised by most lawyers! Yet doubled dues are just what the "Lawyers' Union" in Florida this week asked and got from the State Supreme Court.

The "Lawyers' Union" is the state Bar Association. As in many other states, any lawyer who refuses to join, or fails to keep his dues paid up, is banned by law from practicing his profession. It's the tightest kind of "closed shop," enforced by the Supreme Court of each state.

The Florida Bar Association simply told the court that the "Lawyers' Union" needs more money. "Okay," the judges said. "Double your dues from \$5 to \$10 a year." The members of that "union" have nothing to say about it. They pay—"or else."

Hatters set up scholarship fund

Four local unions of the AFL United Hatters, Cap and Millinery Workers International Union in St. Louis have set up a fund to provide scholarships for college study to members and close relatives.

The unions will guarantee two \$500 awards for the first two scholarships for the school year 1953-1954. Funds for the further operation of the plan will be raised and divided into \$500 awards.

These will be granted to members, or children, grandchildren, brothers or sisters of members of the local unions who have graduated, or are about to graduate, from high school. The recipients will be named by a committee of judges: Rev. Leo C. Brown of the Institute of Social Order, Rabbi Ferdinand M. Isserman of Temple Israel, and Paul J. Preisler of AFT Local 420.

The applicants will be evaluated on their scholastic record and outside activities and on three recommenda-

tions, one of which must be from the principal of the school.

"Winners who may be called up for military service can receive the benefits of the award after completing military service," said Isadore Drucker, regional manager of the international union. "The American labor movement advocates the widest educational opportunities to develop the greatest potential in the individual. What we are doing for education and for our members and their families, is direct and constructive. It conforms to our faith in the future of America through the highest development of the citizen.

Retirement funds grow

Eighteen thousand pension and profit-sharing funds are now in operation, and 300 new ones are being set up every month, according to Vice-President Rawson Lloyd of the Wellington Fund, an investment company.

Lloyd said that industrial companies are now paying \$2.2 billion a year into employee retirement funds.

John Eklund to Conduct European Tour Featuring Conferences with Labor Attachés

AFT members interested in gaining a better understanding of labor and sociological problems in Western Europe will have an unusual opportunity offered to them this summer. John Eklund, AFT president from 1948 to 1952, will conduct a special European tour, one of the most important features of which will be a series of conferences arranged by the U.S. Department of Labor with the labor attachés in the various countries visited.

The tour will include visits to London, Paris, Rome, Vienna, and Berlin. The tentative itinerary calls for departure from New York International Airport on June 24, on one of the ultra-modern, fast constellations of El Al Israel Airlines. After arrival in London, the group will travel by boat train to Paris, from there along the French Riviera by bus or train to Rome, motoring across the Alps into Germany. A visit to Berlin, the nerve-center of European international relations, is to highlight the tour. Return to Paris by train or bus and direct transatlantic flight from there to New York on July 14 will complete the tour.

Mr. Eklund's overseas activities on behalf of the Department of State and UNESCO should help to make this tour a unique and thrilling experience.

Watch next month's issue of the *AMERICAN TEACHER* for further details.

Upholsterers establish retirement village

Purchase of a block of land in south Florida for construction of the first convalescent, rest, and retirement village of its kind to be established by a labor union was announced by the Upholsterers International Union.

During the next five years, cottages, apartments, convalescent quarters, and an infirmary will be built, dairy and vegetable farming will be started, and there will be plantings of citrus and tropical fruits. It is planned to provide retirement living for 500 members of the union.

Original plans were worked out by the union's board with Walter Keyes, director of the Florida State Improvement Commission, who assisted union officials in locating the Florida site. An expert advisory commission of citizen experts drawn from ranks of leading sociologists, retirement specialists, engineers, and physicians has been recruited to counsel this pioneer project.

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President

Immediate development of the tract of several hundred acres near Jupiter, 17 miles north of West Palm Beach, will provide initial accommodation for about 50 persons, it was reported. The village will have more than three miles of waterfront including numerous small waterway "fingers" into the property on the west side of the intra-coastal waterway, just south of the Loxahatchee river. Recreation areas and facilities for boating and fishing will be concentrated along the waterfront.

It will truly be a rest haven.

Factory earnings up; Jobs at postwar high

Hourly earnings of production workers in the nation's factories have risen 12 percent, on the average, over the past 2 years, according to the U.S. Labor Department's Bureau of Labor Statistics.

Preliminary estimates reported by the Bureau show that factory workers last December were earning an average of \$1.73 an hour, including overtime and other premium pay, as compared with \$1.54 in December 1950.

Factory employment at the close of 1952 was at a postwar peak, 16.7 million, while total nonfarm jobs were at an all-time high of 48.8 million.

Most of the rise in factory earnings, the Bureau said, resulted from cost-of-living and other wage rate increases permitted under wage stabilization policy, but contributing factors included the increased proportion of workers in the higher-paid metalworking industries and more overtime work at premium rates. The average workweek of 41.8 hours last December was nearly a half hour longer than in 1950.

Greatest increases in hourly earnings over the 2-year period occurred in the expanding defense-related industries, where most workers are covered by union agreements, the Bureau noted. The six industries reporting the highest percentage increases in average hourly earnings—from 14 to 15½ percent—were instruments, rubber products, primary metals, ordnance, transportation equipment, and petroleum products. December 1952 hourly earnings in each of these industries ranged from \$1.80 in instruments to \$2.19 in petroleum products.

The smallest relative gains—from 3 to 9 percent—were reported in the five manufacturing industry groups with the lowest average hourly earnings: lumber, apparel, textiles, tobacco, and leather products. The last four groups have the greatest concen-

tration of women workers among manufacturing industries, with women comprising more than half their total work force. December 1952 earnings in these industries ranged from \$1.22 in tobacco to \$1.37 in textiles.

Average weekly earnings for all factory production workers last December stood at an all-time high, \$72.36, the Bureau said. Between November and December 1952, hourly earnings rose by about 1 cent and weekly earnings increased by \$1.58.

Aircraft, ordnance, and electronics equipment plants continued to report small employment gains in December. However, on the basis of present military production schedules, employment in these industries is now close to its peak, the Bureau said.

Southern labor school to accept 300 students

Enrollment at the 1953 session of the Southern AFL Labor School will be limited to 300. Each state federation will be allowed 3 students, each central labor body 3, each local union 1, and each international 1 representative.

Response to the first school, held last fall in Lakeland, Fla., was so good that indications are enrollment in the 1953 session could become larger than could be handled if the limitation were not set.

Acceptance for enrollment will be on a basis of "first come, first served" up to a total of 275. The other 25 places will be reserved to handle special cases, such as guests from foreign countries, officials, and students.

Although the location for next year's school was not decided upon, the school's executive's board studied the situation, looking for a school site in as central a location as possible and with adequate facilities.

Tuition will remain the same: \$10 for the week's course of study. Each state federation will contribute \$200 to the support of the school.

Use older workers

By the end of 1953 several million additional workers will be needed to meet defense production requirements and expected levels of civilian output.

Men and women 45 years and over make up the largest potential source of additions to the labor force. Employers, however, have traditionally preferred younger workers. Long-range policy should, perhaps, have given more consideration to the use of older workers, for the proportion of persons in our population who are between 16 and 34 years declined progressively between 1900 and 1950.



BOOKS AND TEACHING AIDS



For teaching high school students to read critically

READING CRITICALLY. By SYLVIA C. KAY. Twany Publishers, Inc., New York. 1952. 166 pp. \$2.50.

This book is a pioneer high school text, supplying material for critical reading in the field of literature and history and presenting the material so that the pupil is taught to weigh and judge the statements of an author. The techniques suggested have been tested in the classroom.

As the selections are arranged, they gradually lead the pupil from the fairly simple task of analyzing his thoughts about what he has read to a comparison of his thoughts with those of the author. Next he compares the thoughts of two authors and weighs their points of view. Finally he is faced with the problem of finding fallacies, deliberate omissions, or distortions of fact.

There can be no question of the importance of and the need for this kind of training. Without this critical ability, mere skill in reading is not productive of intelligent citizens. A book such as this can be useful too because it spares the teacher hours of searching for suitable selections and preparing and testing thought-provoking exercises. It can also serve as a valuable guide in grading techniques according to the difficulty of the thought process involved. But constant application of the techniques must be made in civics, history, and English classes, or this will become just another book of reading exercises without establishing real habits of critical reading.

How to help epileptic children and those who are hard of hearing

Useful information for teachers, as well as for parents who have a child with epilepsy or a child who is hard of hearing, is contained in two new pamphlets of the Children's Bureau: *The Child with Epilepsy* and *The Child Who Is Hard of Hearing*. They are the second and third of a series dealing with handicapping conditions of childhood. *The Child with Cerebral Palsy* was issued previously.

The pamphlet on epilepsy describes what happens in epileptic seizures and outlines the kind of care needed. It points out that children with epilepsy can go to a regular school if their seizures are largely controlled, and it attempts to dispel some of the myths surrounding epilepsy.

"Until everybody knows the facts about epilepsy,

the child—and adult—with epilepsy will continue to suffer unnecessary hardship," the pamphlet states.

The pamphlet on the child who is hard of hearing points out that a great deal has been learned within the past ten years about helping a child with a hearing loss.

"Most hearing loss in children is the result of repeated colds and infections in the ears, nose, and throat . . . When this infection is not treated early, a child's hearing may be damaged for the rest of his life," it states.

Hints on how to help a child who has a hearing loss are also included in the booklet.

These pamphlets may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for five cents a copy.

An excellent adventure story for older boys

BIG TIGER AND CHRISTIAN. By FRITZ MUHLENWEG. Pantheon Books, Inc., New York. 1952. 608 pp. \$4.95.

This is an outstanding book for young people, or for any reader who enjoys a substantial adventure story where the characters are authentic figures, and the setting is a remote region vividly described.

The story concerns two boys, one Chinese and the other English. They set out one afternoon to fly a kite in Peking and find themselves lured onto a troop train (this is the period of China's civil wars). They land in the hands of the enemy far from home, but eventually the boys make their way back by a circuitous path across the Gobi Desert in a series of dramatic and unusual experiences.

The author is a German explorer who has spent long months in the Gobi Desert staying with herdsmen who are key figures in this book. It is evident that he knows and is enthralled with the Mongols and their way of life. His descriptions are magnificent.

Filmstrip on mental health program available from Pennsylvania

The Bureau of Mental Health, Pennsylvania Department of Public Welfare, Harrisburg, offers to other states its filmstrip, *Building Mental Health in Your Community*, which explains how a mental health program can benefit a community and offers suggestions for citizen action. A booklet indicating program uses and providing a commentary is supplied with the filmstrip.

U.S. Government publications

FROM THE OFFICE OF EDUCATION

Recordings for Teaching Literature and Language in the High School. By Arno Jewett. Bulletin 1952, No. 19. 71 pp. 25 cents.

Television in our Schools. By Franklin Dunham and Ronald R. Lowdermilk. Bulletin 1952, No. 16. 34 pp. 15 cents.

The Teaching of General Biology in the Public High Schools of the United States. By W. Edgar Martin. Bulletin 1952, No. 9. 46 pp. 20 cents.

Proposed Minimum Standards for State Approval of Teacher Preparing Institutions. Edited by W. Earl Armstrong, Henry C. Harge, and T. M. Stinnet. Circular No. 351. 1952. 25 pp. 20 cents.

Education of Visually Handicapped Children. By Romaine Mackie. Bulletin 1951, No. 20. 46 pp. 20 cents.

The Forward Look. The Severely Retarded Child Goes to School. By Arthur S. Hill. Bulletin 1952, No. 11. 54 pp. 20 cents.

School Fire Safety. By N. E. Viles. Bulletin 1951, No. 13. 58 pp. 20 cents.

School Housing for Physically Handicapped Children. By Romaine Mackie. Bulletin 1951, No. 17. 26 pp. 15 cents.

Accredited Higher Institutions, 1952. By Theresa Birch Wilkins. Bulletin 1952, No. 3. 137 pp. 35 cents.
3434 U. S. Government Films. By Seerley Reid. Bulletin 1951, No. 21. 329 pp. 70 cents.

Boys and Girls Study Homemaking and Family Living. Developing courses for the 11th and 12th grades. Vocational Division Bulletin No. 245; Home Economics Series, No. 27. 58 pp. 20 cents.

Modern Ways in One- and Two-Teacher Schools. By Effie G. Bathurst and Jane Franseth. Bulletin 1951, No. 18. 48 pp. 20 cents.

FROM THE PUBLIC HEALTH SERVICE

Looking Forward to Later Years. Public Health Publication No. 116. 13 pp. 5 cents.

FROM THE COMMITTEE ON AGING AND GERIATRICS

Fact Book on Aging. Compiled by the Committee on Aging and Geriatrics, Federal Security Agency. 1952. 30 cents. Contains 21 charts and 35 tables providing information on the characteristics of the aging population of the United States—their health, their work capacities, their habits of living, and their needs.

FROM THE WOMEN'S BUREAU, U. S. DEPARTMENT OF LABOR

Part Time Jobs for Women. Women's Bureau Bulletin No. 238. 82 pp. 25 cents.

HOW TO PAY FOR Your Son's or Daughter's College Education

EVEN if you don't think you can save another dollar these days, and you're wondering how you're going to get together \$5000 cash for your son or daughter—the minimum cost of a four years' college education today—

George Adams' big new book *How to Afford That College Education—and Where to Study* definitely and clearly tells you what to do to assure your child his (or her) college education.

In his details about 970 American colleges and universities, he tells you all about the loan funds, work-study plans, employment opportunities, the plans to cut tuition and living expenses, and the many other ways that virtually guarantee a college education to anyone who really wants one.

He shows clearly how you and your child can swing the last three years of college, if you can meet the irreducible cash needs of the first year. He shows how to provide for these cash needs out of current income, and he even shows clearly how you can build up a college nest egg for your younger boy or girl through the right savings and insurance plan.

This book does even more:

—it tells how to find the best college for your son and daughter, the one that will give them the best training considering their talents, abilities, and the future career they want. With the help of this book's rating chart, you can stop worrying "Which college?" and can open the way to a successful, well-paid career for your child.

Of course you get details, briefly, about each of America's 970 leading colleges and universities; their costs, courses, location, the help they give parents and students in cutting cash needs and expenses.

And your son or daughter learns still more: proved ways to earn one's way through college, proved campus businesses any intelligent college student can start, pre-college jobs from which a boy can save a full year's college expenses, the best kind of vacation jobs (combining vacations with good pay), etc.

You'd think it worth while spending \$25, \$50, even \$100 if you could visit a college adviser and get from him even a fraction of all the facts in George Adams' *How to Afford That College Education—and Where to Study*. So, when you're told this book costs only \$2 on a money back guarantee if not satisfied, why wait?

To do the best you can to assure you child's college education and his success in life, send \$2 (cash, check, or money order) with name and address and ask for "college book." Mail to:

HARIAN PUBLICATIONS, 21 Adams Blvd.,

Greenlawn (Long Island), New York

news from the LOCALS

Rust explains AFT program to graduate students

In a recent talk before a group of graduate students at the University of California, Ben Rust, president of the California State Federation of Teachers, discussed the program and policies of the AFT. He based his talk on the following quotation from John Dewey:

"In union there is strength, and without the strength of union and united effort, the state of servility, of undemocratic administration, adherence to tradition, and unresponsiveness to the needs of the community will persist. And in the degree in which they continue, teachers will of necessity fail in the special kind of productive work entrusted to them."

Mr. Rust explained how the AFT works to free teachers from the state of servility, to develop democratic school administration, to liberate teachers from too strong adherence to tradition in education, to make education responsive to the needs of the community, and to secure working conditions that make it possible for teachers to do their best work.

Card party proceeds used for needy students

1 CHICAGO, ILL.—Approximately 2,000 teachers attended the 16th annual card party and fashion show, sponsored by the Chicago Teachers Union. Most of the proceeds of this affair are used for purchasing eyeglasses for needy students.

Senator Paul Douglas joins Local 1

1 CHICAGO, ILL.—Senator Paul H. Douglas is now a member of the Chicago Teachers Union. Long affiliated with the American Federation of Teachers, the senior Senator from Illinois will now pay his dues as a member-at-large to the Chicago local.

"We are deeply honored at closer association within the American Federation of Teachers with one of the really great men of our generation," said John M. Fewkes, president of the Chicago Teachers Union.

"Senator Douglas not only has proved himself an intelligent, informed and energetic friend of public education, but he has outlined more clearly than any public leader has ever done in our history, the ethical level the people of the United States should demand of their leaders in government and in politics. He is a worthy representative of the high standards which the American

Federation of Teachers sets in the teaching profession and in the life of our nation."

The Senator is a former professor at the University of Chicago.

Stanton Smith proves an able labor leader

246 CHATTANOOGA, TENN.—The American Federationist, in an article on the labor leadership supplied by Chattanooga to international unions, refers to Stanton E. Smith as "one of the very able young labor leaders in the South." He is presently serving his third term as president of the Tennessee Federation of Labor and is also secretary-treasurer of the Central Labor Union. AFT members will, of course, recall Mr. Smith's many activities as a member of Local 246 and as an AFT vice-president for a number of years.

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President Megel assists local in Superior in salary negotiations

202 SUPERIOR, WIS.—There has been considerable publicity relative to the salary crisis faced by the teachers in Superior, Wisconsin. In order to understand their difficulty, it is first necessary to present all the facts.

Union organized

The Superior Federation of Teachers, AFT Local 202, was organized in 1927. Its objectives were to improve the teaching profession in general and, more specifically, to give the teachers of Superior an organization that would fight for the welfare of the schools and the teachers. A strong and effective organization soon developed.

Union split

Shortly thereafter the school board, without being so requested, took action to provide a \$200 family allowance, thus causing a split between the men teachers and the women teachers. There is reason to believe that this family allowance was a device used deliberately to split the local and render it ineffective. Careful analysis of the situation proved that there had been no secret deals negotiated. Nevertheless, union membership decreased rapidly.

Union ineffective

The ineffectiveness of the local was demonstrated in 1940, when a so-called "Citizens Economy League" forced the teachers to take a \$600 cut at the maximum salary level. Throughout the war years, when salaries in other jobs were at high levels, the salaries of the teachers in Superior remained below their 1939 level. It was 1947 before salaries again equalled the 1939 salaries.

A small group sticks it out

During this time, the Federation though inactive, was not dormant. Its hands were tied because of its small membership. At one time it represented only nine members out of more than 200 teachers. It must be pointed out that these few faithful members, men and women, held the organization together.

New hope

In the spring of 1952, the salaries of the teachers of Superior were still far below what the cost-of-living index would have required. At this time, recognizing that the only hope for improving their situation lay in effective organization, 100% of the men teachers joined the local. This brought the membership of the

Superior Federation of Teachers to about 70.

New request

A request was then submitted to the Board of Education for increased salaries for all teachers. A proposal to increase the family allowance was dropped in order to support the principle of equal pay for equal work—a principle upheld by all unions. A new plan was proposed providing that:

1. An across-the-board raise of \$200 be granted all teachers.
2. The present cost-of-living allowance be incorporated in the salary schedule.
3. The maximum for an A.B. be increased to \$5,000, and the minimum be set at \$3,000.
4. The annual increment be made \$200, and the schedule include ten steps.
5. Some recognition be given teachers for long service: \$100 raise for 25 years of service.

Board continues adamant

The Board of Education, however, ignored all requests. They did not even consent to meet with the teachers in closed session to discuss the situation, but rather continually suggested that they had no money. This situation continued for several months, finally precipitating the threat of positive action by the teachers.

Feud

Behind the scenes and not generally known, a feud existed between the City Council and the school board. Naturally, the teachers were in the middle and nobody cared—as was soon learned. State aid had been provided in Wisconsin according to need until the 1951 legislature changed the law so that it now said in effect to the school districts: "You spend all of the money that you have available. If you need additional funds, we will supply such funds as we have approved." This meant in Superior that the school board needed and would receive \$76,000 in state aid. Since they did not receive the 1951 state aid until 1952, the City Council had to provide the school board with a short term loan, which the school board used to finance its schools in 1951, but which it repaid from state aid in 1952. This process was repeated in 1952. In December, 1952, however, the City Council assumed a righteous attitude and said: "No, we are not going to advance the school board any money

in 1953 because if we continue to do this, we are not issuing a short term loan; we are, in effect, providing a continuing long term loan."

Consequently, the school board found itself in the position of not only being \$76,000 short, which was the amount of the advance, but also having to pay \$76,000 which they had borrowed. This was the dilemma that the local faced.

Teachers obtain labor support

On December 18, at a meeting of the Central Trades and Labor Council, the Superior Federation of Teachers was authorized by the Council to send the following communication to the school board: "Unless satisfactory salary adjustments are determined before January 10, 1953, there will be no classes in the Superior schools beginning Monday, January 12, 1953." The Council further assured the teachers of labor's complete support.

The State Federation pledges support

Immediately upon being informed, Miss Carol Zillman, president of the Wisconsin State Federation of Teachers, sent a wire to the City Council requesting vigorous action toward satisfactory adjustment. Miss Zillman also assured the Superior Federation of Teachers of the complete cooperation of the Wisconsin State Federation of Teachers, and offered to visit Superior whenever requested.

Teachers get AFT support

On Friday, December 19, AFT President Carl J. Megel received a telephone call from the Superior local, informing him that the City Council, which has complete and final authority over the school funds, was having a special meeting that night to consider the school budget. Mr. Megel immediately sent a telegram to the City Manager, in which he pointed out that is deplorable that a group of teachers anywhere were so poorly paid as to make it necessary for them to undertake extreme measures. He asked the City Manager's vigorous support in attempting to arrive at a satisfactory solution. The City Council did nothing and the situation was aggravated by this uncertainty.

On Sunday, January 4, Mr. Megel went to Superior. During that entire day, he met with various members of the Superior Federation of Teachers, studied the budget thoroughly, and carefully tried to

determine the difficulty and to arrive at a justifiable proposal.

Planned strategy

The strategy planned by President Megel and officers of the Superior Federation of Teachers on Sunday called for a meeting with the City Council on Monday morning at 9:30, a meeting with the school board at 7:00 Monday night, and a full meeting of all of the teachers of Superior at 4:00 o'clock on Tuesday. Two charts were prepared to show the pitifully low salaries which the Superior teachers were receiving in comparison with the salaries they should have received in order to keep pace with the increase in the cost of living.

Council meeting

On Monday morning, Frank Cirilli and Orlyn Ziemann, president and secretary, respectively, of the Superior Federation of Teachers, Mr. Moden, president of the Central Trades and Labor Council, and President Megel met with the City Council. The City Council felt highly indignant over the inference that they had anything to do with the school board dilemma. They indicated that if the school board knew how to handle their finances, they would have received sufficient state aid and would not need to come to the City Council to ask for a short term loan. Mr. Megel said that he had come from the National Office of the American Federation of Teachers to attempt to negotiate the difficulty in order to avoid a crisis in education; that the AFT was interested in the improvement of educational opportunities for boys and girls; and that he hoped they had some proposal to make so that the difficulty could be adjusted amicably, thereby keeping the schools in operation. The Council indicated that they had no proposal and asked Mr. Megel if he had one. He proposed that the Council: (1) permit the school board to provide the necessary increases which the teachers had asked for; (2) supply the school board with a short term loan to cover the deficit in the budget; (3) assist the school board in floating a bond issue to take care of the operating expenses; and (4) support the school board in a program of increased state aid in Wisconsin and Superior.

These proposals received little consideration by the Council at this time.

School board meetings

The rest of the story is reported by AFT President Carl Megel as follows:

"That evening, we met with the school board. We presented the salary information which one of the teachers had prepared in attractive colors on two large cardboard charts. We showed clearly and definitely the dire financial straits of the Superior teachers. Nevertheless, the school board moved and passed a motion that there would be no salary increases for Superior teachers in 1953. Fortunately, I had previously communicated with the president of the Board, requesting a meeting with the Board either before or after the meeting. The president suggested that we meet in executive session after their regular meeting. I was not too disturbed when the Board passed the motion they did, knowing that we were going to meet in executive session, at which time I felt sure the Board would have a compromise proposal to make to the teachers.

Executive session

"How surprised I was when, after an hour and a half, we found that the Board was as adamant as it could possibly be! Finally, I said: 'Gentlemen, let me assure you that unless you take the initiative and do something to prevent a crisis on next Monday morning, you are going to have more trouble than you have ever had before.' The president of the janitors' union then arose and said: 'I want you gentlemen to know exactly what we are going to do if these teachers set up a picket line Monday morning. We will not cross the picket line! We will keep fires in the building to prevent destruction of your property, but the temperature will not be above 40 degrees.' Well, things began to move after that. A negotiating committee of the Board was set up. We met with them until nearly 3:00 o'clock that morning, but we made progress.

State Superintendent called

"The next morning I called the State Superintendent, George Watson, in Madison, to talk to him about the situation. He was very cooperative and expressed appreciation for the manner in which we were attempting to conduct our negotiations.

Meeting of all teachers

"At 4:00 o'clock that afternoon, a general membership meeting for Superior teachers was held. About 180 of Superior's 216 teachers attended. I reported to them the events which had occurred thus far. I made a strong plea for unity of action as being the only way by which they could secure satisfactory adjustments. I urged all of the teachers

to affiliate with the Superior Federation of Teachers and to support its program. After the meeting, some 25 or 30 teachers joined the union and others expressed their willingness to join within a short time.

Negotiations are continued

"Negotiations were continued throughout the week. Sometimes progress was made, sometimes a stalemate was evident. However, negotiations were progressing satisfactorily until an article appeared in the *Superior Evening Telegram* issued by a local Teachers Association, a company union. This article stated that the Association, representing 167 teachers in the Superior school system who were not members of the Superior Federation of Teachers, affirmed their confidence in the good faith of the members of the school board and indicated that the board could not increase salaries for school employees. This statement nearly wrecked any further negotiations.

A potent argument

"The one argument which gave weight to our negotiations was this statement which we had made to the City Council on Monday: 'If you fail to make a short term loan of \$76,000, you will force the school board in effect to balance its budget, thereby preventing the school board from receiving any state aid. Consequently, your action will mean that the citizens of Superior, by taxes, will have to pay this \$76,000 instead of getting it from the state.'

"We repeated this over and over all week long and it finally began to sink in. The City Manager became alarmed when he realized the full impact of this precarious position. Consequently, he assumed the initiative and called a meeting for 2:00 o'clock Sunday afternoon between the City Council, the school board, and the Federation's negotiating committee.

In union there is strength

"In order to counteract the statement issued by the local Teachers Association, a number of the union members spent the entire Sunday morning covering the city, talking to every teacher and asking each one to sign a statement which said: 'I am a paid up member of the Superior Federation of Teachers, and I am not a member of the Teachers Association.' As soon as the joint meeting was called to order at 2:00 o'clock, President Cirilli laid on the table the signed statements of paid-up membership from 143 out of

(Continued on page 30)

President Megel assists local in Superior in salary negotiations

(Continued from page 29)

Superior's 216 teachers. This display of strength, together with the precarious position in which the Council was, was the determining factor in securing a satisfactory adjustment.

"The compromise agreed upon provided that: (1) the signing of the agreement issued January 10, 1953, should in no way constitute a waiver of the right to further negotiations; (2) a \$15.00 per month increase would be paid to all teachers until negotiations were completed; (3) if, in effect, negotiations were not concluded by contract time in April, there would be a clause in the contract allowing for re-opening of negotiations; (4) no discriminatory action would be taken against any member of the Superior Federation of Teachers for any action in this controversy.

Conclusion

"The successful conclusion of these negotiations are encouraging and inspiring to the teachers of Superior. The American Federation of Teachers owes a debt of real gratitude to the courageous men and women who fought so hard and so long to obtain even slight recognition. The teachers of Wisconsin and the teachers of America share in these hard fought benefits. It shows clearly that the teachers of America, through the American Federation of Teachers, can succeed and solve their problems if they present an intelligent program, if they pursue it with courage and vigor, and if they will stick together."

Carver Day program prepared by Local 964

964 OAKLAND COUNTY, MICH.—The Carver School Teachers Federation held its second annual Carver Day Program honoring the memory of Dr. George Washington Carver. The first part of the program was held during the day for pupils in the school. A talk on "Negro Progress in the Armed Forces" was given by a student; this was followed by a film on the life of Dr. Carver.

The evening program for adults included several musical selections and a talk by Dr. Marjorie Meyers on the contributions made by Dr. Carver to better living.

Requests the "Americanism Program" of Local 703

THE MANSFIELD CHAMBER OF COMMERCE

December 3, 1952

Mr. Edwin Cooper, Pres.

Mansfield Federation of Teachers
Mansfield, Ohio

Dear Mr. Cooper:

You are probably familiar in a general way with the Mansfield Chamber of Commerce's 1952 Americanism Program of which the ten week newspaper contest, the Freedom Fair and Business-Industry-Education Day was a part.

In planning our 1953 Americanism Program we are very anxious to avoid conflicting with or duplicating the activities of any other Mansfield organization.

To help us avoid conflicting with the 1953 program of your organization will you cooperate with us to the extent of sending to us an outline of the Americanism activities (the promotion of the American Way of Life, the Free Enterprise System and any action to combat Communism) which your organization is planning for 1953.

It is realized that at this time your 1953 Program has not been worked out in its entirety. However, any information which you can send to us at this time will be helpful. . . .

Of course, such information as you do send to us will be treated as confidential if that is your wish. . . .

Sincerely yours,

Cliff Hillier

Executive Secretary

(For Mr. Cooper's reply, see the page opposite.)

Schedules prove value of union negotiation

571 WEST SUBURBS, ILL.—This is a complete list of the salaries for 1952-53 negotiated by the Councils of Local 571:

	With A. B.	With M. A.
North Berwyn	\$4,400 — 10 years	\$4,800 — 12 years
South Berwyn	\$4,600 — 14 years	\$4,800 — 14 years
Cicero	\$5,700 — 16 years	\$5,700 — 16 years
Elmwood Park	\$4,200* — 15 years	\$4,500* — 15 years
Forest Park	\$4,600 — 16 years	\$4,800 — 16 years
Franklin Park	\$4,300 — 13 years	\$4,500 — 13 years
Leyden	\$5,460 — 10 years	\$5,900 — 12 years
Maywood	\$4,400 — 14 years	\$4,600 — 14 years
Proviso	\$5,700 — 19 years	\$5,700 — 15 years
Morton	\$5,900 — 15 years	\$5,900 — 15 years
York	\$5,350 — 17 years	\$5,700 — 17 years

*NOTE: Elmwood Park has a \$300 cost of living adjustment in addition to the above schedule. Certain of the councils have extra pay for special activities carried out after school hours.

Support educational television and offer practical training plan

771 OAKLAND, CALIF.—Local 771 has gone on record favoring an educational television station for the Oakland area. The federation has presented to the board of education a resolution requesting that the board take steps to acquire the channel set aside by the FCC for educational television in the area. The resolution included the suggestion that a studio be set up in

the Lancy Trade and Technical High School so that students might be trained in all phases of the television industry. After such a studio has been set up, it is hoped that one of the "foundations" interested in expanding and improving television will add funds to those supplied through regular board procedure.

The suggestion is receiving study by the board of education.

And Mansfield replies with impressive statement

MANSFIELD FEDERATION OF TEACHERS

Local No. 703
Mansfield, Ohio
December 16, 1952

Mr. Cliff Hillier
Executive Secretary Americanism Program
Mansfield Chamber of Commerce
Mansfield, Ohio

Dear Mr. Hillier:

Our organization has a continuous program of Americanism. We welcome this opportunity to outline it.

First, we believe in democracy and in the free public schools as the chief agency of democracy. We believe that the schools have in the past failed in their fullest attainment because of undemocratic administration, adherence to tradition, and lack of responsiveness to the needs of the community, and that the teachers must find the remedy.

Our objectives are to obtain for the classroom teachers all of the rights to which they are entitled; to raise the standards of the teaching profession by securing the conditions essential to the best professional service; to promote within the schools educational policies which will enable them better to equip their pupils to take their places in the industrial, social and political life of the community; and finally, to promote the welfare of the childhood of the nation by providing progressively better educational opportunity for all.

This program, as we believe, is a true program of Americanism. In pursuance of this on the national level we have tried to secure federal aid to education designed to provide equal educational opportunities for children in those states having little wealth or taxable resources within their borders in proportion to their school population. The boys and girls in those impoverished states are Americans too, and indeed may subsequently become citizens of our own state.

On the state level we have sought to secure more adequate school foundation support designed to provide adequate salaries to attract and keep better teachers in Ohio schools and provide them with better equipment and facilities to educate children for our increasingly complex world of today.

This program will cost more money, but we believe it is an investment in the future of America. We appreciate the interest the Mansfield Chamber of Commerce and business people generally in our community have taken in the local schools. Our earnest hope is that you will use your influence in the state and national scene to do something in behalf of the schools.

It is evident that nothing in our program of Americanism is in conflict with that of your organization. Indeed we hope your program in the future will duplicate or include some of ours.

Very sincerely yours,
Edwin Cooper
President
Mansfield Federation of Teachers

Toledo teachers receive salary increase through cooperation with superintendent

250 TOLEDO, O.—On recommendation of the superintendent of schools, Toledo salaries at the beginning of January, 1953 were adjusted as follows:

1. The scheduled annual rates of pay for all full-time teaching employees was increased in the amount of \$200.

2. The daily rates of pay for all long-term and daily substitute teach-

ers was increased in the amount of \$1.05.

3. The hourly rate of pay for all home instruction teachers was increased in the amount of 25 cents.

4. The scheduled annual rates of pay for all full-time twelve months non-teaching employees was increased in the amount of \$200 and in proportionate amounts for those employees whose terms of employment are for lesser periods.

Challenges "Red" hunters

231 DETROIT, MICH.—Supt. Arthur H. Dondineau, in a recent public statement, well received by teachers and the public, denied the existence of Communist cells and subversive activities in the Detroit school system.

He said, in effect, he would welcome an investigation by any local, state, or federal agency (referring apparently to the McCarran Committee) which thought it knew more about the situation than he did, if it were conducted in a dignified manner.

"I've been watching the situation closely for the last five years," Mr. Dondineau said, "and have seen no indication of nests or cells in Detroit. We work closely with the Detroit loyalty commission and the state police on such matters."

The occasion for Mr. Dondineau's remarks . . . was the sensational testimony of Dr. Bella Dodd before the Senate Internal Security (McCarran) Committee that in 1944 the faculties of many school systems and American universities were heavily infiltrated with Communists.

One of the most important questions before school officials today is that of distinguishing between Communists and honest liberals who hold unpopular views. We congratulate Supt. Dondineau on his competence and good will in making this distinction.

The Detroit Teacher

Will conduct tour on comparative education

231 DETROIT, MICH.—A European Study Tour in Comparative Education will be conducted for the sixth year by William Reitz, Professor of Education at Wayne University and a member of Local 231. The trip includes not only visits to galleries and historic places, but also attendance at plays, festivals, and conferences with leaders in schools and universities. The group crosses the Atlantic by plane and uses bus travel on the continent.

Mrs. Simonson honored

2 NEW YORK, N.Y.—On her conclusion of twelve years as president of Local 2, Mrs. Rebecca Simonson was honored at a testimonial dinner at which nearly 300 friends and labor and educational leaders lauded her devoted services on behalf of teachers. Speakers included AFT Secretary-Treasurer Irvin Kuenzli, George Counts, John L. Childs, and James Marshall, former member of the Board of Education.

GIRL SCOUTS OFFER SUMMER EMPLOYMENT for WOMEN TEACHERS

Summer jobs important enough to challenge the highest professional talents of teachers are available each year in Girl Scout established camps in all sections of the United States. For qualified women they provide a summer free from expense, plus salary and the opportunity to work with congenial adults and small groups of young people in informal outdoor surroundings.

As Girl Scout membership continues to grow, there is an increasing need for competent personnel. If you think you might like to work as a camp director, unit leader, program consultant, waterfront director, nurse, dietitian, or business manager at one of the hundreds of camps maintained by the Girl Scouts, you should apply at the nearest Girl Scout office.

A pamphlet entitled "There Is a Summer Job for You" explains the qualifications for the various positions and gives the addresses of the regional offices of the Girl Scouts. The pamphlet can be obtained by writing to the national headquarters of the organization:

155 East 44th Street
New York 17
New York